R E P O R T R E S U M E S

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT COMPENSATORY EDUCATION PLAN.

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THIS OUTLINE BRIEFLY SUMMARIZES THE COMPENSATORY EDUCATION PROJECTS FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT DURING 1966-67 AND PRESENTS THE PROPOSED PROJECTS AND COMPONENTS FOR 1967-68. THERE ARE PROPOSALS FOR PREKINDERGARTEN CENTERS, A PROJECT TO LOWER PUPIL-TEACHER RATIO AND CLASS SIZE IN PRIMARY GRADES, INSERVICE TRAINING, SUPPORTIVE AUXILIARY SERVICES, AND ENRICHMENT EXPERIENCES. EACH PROPOSED PROJECT IS DESCRIBED IN TERMS OF STUDENT NEEDS, OBJECTIVES, ACTIVITIES, EVALUATION PLANS, PARTICIPANT SELECTION CRITERIA, AND COST. ONE SECTION DISCUSSES THE DUTIES AND RESPONSIBILITIES OF THE PROJECT PERSONNEL AND ANOTHER DESCRIBES FACILITIES, MATERIALS, AND EQUIPMENT. THE OUTLINE INCLUDES A STATEMENT ABOUT THE RACIAL AND/OR ETHNIC SEGREGATION IN THE SCHOOLS AND DESCRIBES THE PLANS FOR INTEGRATION THAT ARE PART OF THE PROPOSED ACTIVITIES. (NH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COMPENSATORY EDUCATION PLAN

Submitted to the
California State Department of Education
Under the Provisions of PL 89-10, Title I
The Elementary and Secondary Education Act of 1965
and
SB 482, McAteer Act of 1965

TITLE

SAN FRANCISCO UNIFIED SCHOOL DISTRICT COMPENSATORY EDUCATION PLAN

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San Francisco Unified School District Compensatory Education Plan. TITLE, contd.

Project Applications Submitted

_____	I.	Prekindergarten Centers	$ 346,091	
		Evaluation, Research, Reporting	20,000	
		Operation, maintenance, administration	33,932	
				$ 400,223
_____	II.	Comprehensive School-Age Compensatory Program		
_____		1. Lowered pupil-teacher ratio and class size	$1,470,157	
_____		2. In-service Training	204,994	
_____		3. Supportive auxiliary services	806,180	
_____		4. Enrichment experiences	25,000	
		Evaluation, research, reporting	100,000	
		Operation, maintenance, administration	215,663	
		TOTAL		$2,821,994

Dept. Use

Total Federal Funds Requested $3,222,217

Amount of Entitlement $3,222,217

Duration of Overal Program: Beginning Date July 1, 1967

Ending Date June 30, 1968

Date Transmitted: July 11, 1967

Reviewed by: _____ Fiscal

_____ Program Development

_____ Community Services

_____ Evaluation

B. Outline of Content

1. Establishment of ESEA Title I School District Advisory Committee

The Advisory Committee, which was formed last year, had comparable problems to those of the previous year. The major difficulty was in scheduling meetings to which all parties would come. Although discussions were held with individuals serving in the various target areas, only three meetings were called.

The school district liaison officer contacted the Economic Opportunity Council representative relative to the need to try and identify members who could attend meetings so that the Advisory Committee could become a functioning group. It is anticipated that this will become a reality.

The local Economic Opportunity Council has been kept informed about modifications and revisions. Since it is in contact with each of the neighborhood or target area leaders, it can be assumed that information has been passed along to them. In a recent conversation with the Program Director responsible for maintaining liaison with the San Francisco Unified School District it was indicated that the existing programs would be continued unless funding were cut or increased. The Program Director stated that he would notify the target area representatives.

The Advisory Committee consists of the following membership.

10 elected parent representatives - 2 each from the 5 poverty areas
1 staff member, Economic Opportunity Council
3 members of Economic Opportunity Council Sub-Committee on Education
5 members, San Francisco Unified School District staff
1 member, Archdiocese of San Francisco

The San Francisco Economic Opportunity Council is the incorporated body which serves as the local community action agency.

2. Summary of compensatory education projects funded by the Office of Economic Opportunity (Community Action Programs)

1966-67

Study Centers - sponsored by Chinese Y - serve total community

Language Centers - sponsored by Mission and Chinatown-North Beach Target Area Boards - serve total community

1967-68

Head Start - sponsored by Economic Opportunity Council main office

Language Centers - same as above. Special services provided to Commodore Stockton School teachers.

3. Summary of compensatory education projects not funded by Title I or the Office of Economic Opportunity

During the 1966-67 school year funds were made available to the San Francisco Unified School District under the Vocational Education Act to improve existing vocational programs at the high school and adult levels. Modifications were made in vocational training programs. Strengthening took place through the purchase of equipment and special training aids. A Work-Experience Program enabled the School Department to employ students between the ages of 16 and 21 to work in junior and senior high schools as well as adult schools and City College. Several hundred students were employed.

Under the Unruh Preschool Act, funds were provided for 4 centers to serve approximately 150 preschool age children and their parents.

The San Francisco Unified School District has had a locally funded program of Compensatory Education since 1962. Compensatory teachers serve in most of the identified target area schools. In addition, 3 resource teachers and a supervisor are provided to give leadership and service to the program.

Under Senate Bill 28 additional funds were provided which enabled the district to lower the pupil-teacher ratio in 20 of the original 28 target elementary schools. Approximately $504,000 was granted to the San Francisco Unified School District for that purpose. An additional grant of over $300,000 was used to introduce a special demonstration program in reading and mathematics for junior high aged pupils. This project called for intensive teaching of low achievers using a team approach. In addition, in-service training, on the site, involving San Francisco State College personnel was a key component.

4. Summary of preceding year's Title I Project

Project 1 - Prekindergarten Program

Seven centers were provided in the target areas. They served to compensate for the limitations and deficiencies which result from poverty and disadvantage.

Twenty children were assigned to a class for a half-day session, 5 days per week. Each session was staffed with two teachers and two aides, thus allowing for individual attention to the specific needs of this age group. A hot breakfast or lunch was provided, depending on which session the children attended.

Special services included screening for evidence of emotional disturbance, minimal brain damage, and speech problems so that remediation might be begun early in the child's life. Field trips were taken to broaden and enrich the pupils' experiences. Parents were invited to observe the program and to talk over their concerns with trained personnel.

Approximately 500 children were served in the program at a cost of approximately $469,000. The services were extended throughout the summer.

A supervisor assigned to the project was responsible for in-service during the year. Articulation between prekindergarten and kindergarten teachers was a major concern.

It is anticipated that the original proposal will continue at the same funding level.

Project 2 - The Extension of the Superintendent's Compensatory Program and the Inclusion of Additional Services

Reduced class size and Compensatory Classes

Twenty-eight elementary schools participated in this project which provided for more individual attention to pupil needs by reducing class size in the primary grades. Compensatory classes were established to provide special help in language skills for underachieving pupils.

In the four schools receiving special services, the reduction of class size necessitated busing of 4-5-6 grade pupils. Their movement into other neighborhoods helped to improve the racial balance of the receiving schools. Compensatory services followed the pupils.

Secondary schools extended help in reading through additional compensatory classes. Expanded services were offered in other academic areas.

Non-public school children received special help with reading problems. Compensatory teachers served approximately 60 children per teacher.

This project was considered the core or basic project and will be continued as developed in the original proposal.

Study Trips and Paid Admissions

Academic and cultural enrichment opportunities were provided. These experiences motivated oral and written expression. They helped to provide intellectual stimulation, to broaden cultural background, and to expand the social and educational horizons of the pupils. Trips to awaken vocational interests or educational ambition provided valuable means of motivating secondary students.

Resource Teachers

Competent teachers were selected to serve as resource personnel. They worked directly with compensatory teachers and regular

classroom teachers. They introduced techniques, materials, and equipment, and provided assistance to teachers in planning field trips.

The resource teachers aided in the selection of books, films, film strips, tapes, and places to visit. They arranged for sharing of learnings between classes in different schools.

In-Service Education for Teachers

In-service training was provided on a continuous basis. Opportunities for professional growth were made available through workshops, use of consultants, and planned visits to observe other teachers in action. Several summer workshops were held in reading, teaching English as a second language, mathematics.

Regular meetings were planned in which techniques, materials, and equipment were discussed. Teachers shared problems and learned from each other's experiences. Consultants were also brought in to meet with the teachers.

Community Teachers

A corps of competent teachers, knowledgeable about the community and the total school program, worked closely with the teachers in their respective schools, counseling pupils, and working with neighborhood and community agencies.

More frequent home contacts were made. Parents were encouraged to become participating members of the school and community.

Information about school programs, tutorial centers, existing recreation facilities and health services were made available through community teachers.

Social workers were available to do immediate emergency case work.

Study Centers and Tutoring Services

After school study centers were established in selected elementary schools. Teachers were employed to supervise volunteers and paid aides as well as give help to pupils.

Centers were open before or after school. Teachers and tutors were selected to provide help in all subject areas. Some centers provided service in the evenings and encouraged parents to attend.

Paid aides served during the school day. They assisted teachers, listened to children, or gave individual help.

Reading Clinic

This project was formulated for the purpose of establishing a diagnostic and teacher training unit where reading cases too difficult to be treated in the regular classroom could be referred. It was hoped that two main objectives could be accomplished:

1. To study pupils with severe reading problems, recommend programs of instruction, and provide follow-up services.

2. To train a corps of reading specialists who will work with teachers in the various instructional divisions.

Speech Development and Correction

Speech teachers were employed to work individually with children who had speech problems due to bi-lingualism or other causes, and to visit classrooms to give language and speech help to classes of children. The speech teacher served as a resource person to the school staff, giving insight and helpful suggestions for the correction of problems.

This component will be continued in the 4 saturation elementary schools.

Librarians

A corps of teacher librarians was employed to give service to the 28 elementary schools. They were assigned to serve two schools each. The teacher-librarians assisted in establishing library services for pupils and teachers. Storytelling, research skill building, and selection of additional instructional aids were a part of their responsibility.

Youth and Adult Opportunity Centers

The State Department of Employment established 5 Youth and Adult Opportunity Centers. Counseling and liaison services were provided by this project. Youth who were not in school and adults who lacked basic educational skills were offered education and guidance to enable them to return to school with a good chance of success, or to obtain employment. This project was late in getting funds and therefore provided only partial services for a limited time. It is hoped that the program will grow.

Guidance Service Centers

Centers were established at each instructional level to provide an intensive educational, counseling, and guidance program for pupils with extreme behavioral problems. Provisions were made for individual and small group instruction.

The program was organized and administered by the Child Welfare Division. Social workers, psychologists, skilled classroom teachers and psychiatric consultation time were made available. The program was late in getting funded, however services were continued throughout the summer.

The development of an umbrella or core program made it possible to offer varied services to approximately 15,000 pupils. The total cost of the program, including summer program components, was $2,752,821.

The above description of programs and costs does not include the special program developed for Neglected and Delinquent Children. This special program was made possible by a late grant amounting to $36,262. The program which was developed and which is currently in operation offered special reading help and some opportunities for enrichment experiences.

5. Proposed Title I Projects and Components for 1967-68

Project 1 - Pre-Kindergarten Program

Title: Pre-Kindergarten Centers

Coordinator: Mrs. Theresa S. Mahler, Director, Children's Centers

Specific Needs:(characteristics)

Seven centers will be established to provide meaningful experiences to compensate for the limitations and deficiencies which result from poverty and disadvantage.

Objectives:

1. To provide sensory and intellectual stimulation.
2. To offer a good English language model and encourage verbal expression.
3. To facilitate the child's adjustment to group participation and school life.
4. To familiarize the child with adult teaching authority.
5. To offer the enrichment of creative arts and creative expression.
6. To foster health and physical development through supervised play, nutrition and medical services.

7. To establish a close school-parent relationship that can serve as a motivating factor during the remainder of the child's school career.

Activities:

Children will be assigned to half-day sessions, 5 days per week. Each session will be staffed with sufficient teachers and aides to provide individual attention to specific needs of the age group. A hot meal will be provided.

Special auxiliary services will be provided. Field trips will be taken and parents will be encouraged to participate.

Plans for Evaluation

See Stanford Research Institute proposal on evaluation

Criteria for Selection of Children

Children residing in the identified attendance areas will be eligible to enroll. They will be accepted if they are 3 years and 9 months of age or older so that they may enroll in kindergarten during the mid-term and following school year. Approximately 500 children may be accommodated in the program. It has been estimated that there are at least 5 times that number that can be enrolled when proper space, staff, and funds can be found.

Cost of Project:

The approximate cost of this project is $401,000.

Project 2 - Comprehensive School Age Compensatory Program

Title: Lowered Pupil Teacher Ratio and Class Size

Coordinator: Victor Rossi, Supervisor of Compensatory Education

Specific Needs: (characteristics)

1. Poor performance on standardized tests.
2. Classroom performance below grade level in reading.
3. Achievement below grade level in other skill areas.
4. Low level in verbal functioning.
5. Negative self-image.

6. Low occupational and educational aspiration level.

7. Expectations of school failure.

8. Disciplinary problems.

9. Short attention span.

Objectives:

1. To improve individual performance.

2. To improve classroom performance.

3. To improve verbal and non-verbal functioning.

4. To improve attitude toward self, school, opportunities for work.

5. To improve attendance pattern and holding power.

6. To improve emotional and social stability.

7. To improve and increase attention span.

8. To provide a special program to meet needs, interests, and special aptitudes of high ability students.

9. To involve members of the community.

10. To provide optimum study conditions.

Activities:

This project will provide for more individual attention to pupil needs through lowered class size in primary grades. Ratio teachers will be used where necessary to effect a reduced pupil-teacher ratio. Assignment of compensatory teachers for special help in language arts skills or English as a second language will assure services to 4-5-6 grade pupils.

Reducing the pupil-teacher ratio will necessitate some busing of 4-5-6 grade pupils to schools in other neighborhoods. This movement will help to improve the racial balance of the receiving schools. Compensatory services will follow the pupils who are transported.

Four elementary schools are scheduled to receive saturation services. The comprehensive program planned for them includes: prekindergarten centers, lowered class

size, compensatory teachers, speech therapy, community teachers, and social workers, paid and volunteer aides, after-school tutorial centers, cultural enrichment materials, and equipment, and resource teacher help. Special attention will be given to these schools in the evaluation.

Secondary schools will have teachers assigned to lower the pupil-teacher ratio as well as to serve as compensatory teachers. Special help will be provided in reading, social studies, history and science for some high ability pupils.

Special equipment and materials purchased last semester will be available. Additional funds will be provided for supplies to enable teachers to purchase needed items.

Services of paid and volunteer teacher aides will be made available. Aides from the community and the colleges have already proven their worth as team-members in the classroom. They will also serve after school.

Plans for Evaluation

See Stanford Research Institute proposal on evaluation.

Criteria for Selection of Children

Children selected for special compensatory classes will be those who are a year or more retarded in their reading ability and who give promise of improving as a result of more individualized instruction. Elementary age pupils will be taught in groups of 12 during a 45 minute period. Each elementary compensatory teacher will be able to serve approximately 60 children per day. At the junior and senior high level the teachers will work with groups which will range from 15 to 18 pupils. Approximately 75 to 90 pupils will be served by each assigned compensatory position.

The present allotment of compensatory teachers is inadequate to provide help for all of the students who need it. Until additional funds are made available only a selected number of students will be provided service.

Compensatory teachers have been assigned to serve children in non-public schools also. At present the service has been afforded to elementary school children. During the present semester it is intended that junior and senior high age pupils be enrolled in similar classes.

Resource teachers are assigned to each instructional level to assist in the in-service training of teachers. They rotate among the various teachers, providing help with techniques, materials, field trips, and equipment. Attention is also given to human relations and inter-group relations needs.

Cost of Component

The approximate cost of this component is $1,470,157.

Title: In-Service Training

Coordinator: Victor Rossi, Supervisor of Compensatory Education

Specific Needs: (characteristics)

1. Teachers and other school personnel need insight, skill and sensitivity in working with children from disadvantaged socio-economic backgrounds.

2. Teachers and others serving in disadvantaged schools must be aware of tools, materials, and techniques which aid in learning and motivation.

Objectives:

1. To strengthen understandings and skills of teachers and aides.

2. To give assurance and help to teachers on a continuous basis.

3. To impart successful techniques.

4. To share materials and equipment.

5. To assist teachers in selection, planning, and carrying out of field trips related to various subject areas.

6. To prepare curricular materials to meet the interests and needs of students.

7. To help improve assistance provided by aides.

Activities:

This project will provide for in-service on a continuous basis. In addition to special resource personnel to serve the compensatory teachers and teachers working with lowered class size, opportunities for additional growth

will be made available through the use of workshops and planned visits to observe teachers in action.

Regular meetings will be scheduled to discuss techniques, materials, and equipment. Teachers will have a chance to share problems and learn from each other's experiences.

Teachers will be encouraged to enroll in academic or intergroup relations courses offered by the San Francisco Unified School District and neighboring colleges. They will have an opportunity to see teachers in action and recommend techniques, materials, or equipment. Special in-service training will be provided for aides.

Teaching materials will be developed and sought. Leaflets describing programs, techniques, materials, successful practices, etc. will be developed for wide distribution.

Plans for Evaluation:

See Stanford Research Institute proposal on evaluation.

Criteria for Selection of Teachers

Teachers serving in schools with large numbers of disadvantaged youth will be encouraged to enroll in after-school in-service training classes. In addition, all compensatory teachers will be visited regularly by the resource teachers.

Cost of Component:

The approximate cost of this component is $148,384.

Title: Supportive Auxiliary Services

Coordinator: Victor Rossi, Supervisor of Compensatory Education

Specific Needs: (characteristics)

1. Poor performance on tests.
2. Classroom performance below grade level in all skill areas.
3. Negative self-image.
4. Negative attitude toward school and education.
5. Low occupational and educational aspiration level.

6. Expectation of school failure.

7. High drop-out rate.

8. Disciplinary problems.

9. Short attention span.

10. Emotional and social instability.

11. Speech impaired.

12. Seriously emotionally disturbed.

Objectives:

1. To improve speech patterns of disadvantaged children, including the bilingual child.

2. To diagnose and help overcome severe speech disabilities.

3. To provide classroom teachers with understanding and techniques that will enable them to help their pupils toward better speech patterns.

4. To promote positive relationships between home, school, and community.

5. To help pupils gain success and increase their expectations of success in school.

6. To encourage positive attitudes toward school on the part of pupils and parents and vice-versa.

7. To work with pupils in using library materials, both in classrooms and in separate library rooms.

8. To work with teachers and administrators in selecting library materials suited to the pupils in the school.

9. To study pupils with severe reading problems, recommend programs of instruction, and provide follow-up services.

10. To improve the children's self-image.

11. To raise their occupational and/or educational aspirational levels.

12. To improve the holding power of schools.

13. To reduce the rate and severity of disciplinary problems.

14. To improve the children's emotional and social stability and/or that of their families.

Activities:

This component will provide services for children and parents to complement those of the classroom teacher. Several services are being lumped together in the auxiliary services component. They include:

Speech development and correction
Community teachers, field representatives, and social workers
Librarians and library services
Reading Clinic
Guidance Service Center
Youth Opportunity Center

Speech teachers will be employed to work with individual children and to visit classrooms to give language and speech help to classes of children. The teachers will serve as resource persons to the school staff, giving insight and helpful suggestions for correction of problems. One teacher will be assigned to each of the 4 pilot elementary schools receiving saturation services.

Community teachers, field representatives, and social workers will work closely with the teachers and administrators in their respective schools, counsel pupils, and work with the neighborhood and community agencies. They will make home visits, visit classrooms to observe pupils, and confer with teachers and administrators about their findings. Community teachers will work closely with personnel in reseiving schools, serving as the link between the child's neighborhood and his new school.

Library services will be provided in each of the elementary schools. The teacher librarians will work directly with the pupils to extend their experiences through books, study prints, etc.

Services of a Reading Clinic will be provided for those pupils who require more intensive help than that which can be provided at the school.

Guidance Service Centers will be available at each instructional level to provide diagnosis and service to

severely emotional and disturbed children. Psychological, psychiatric, and social services will be available in addition to classroom teaching in small groups and/or for individual children.

The teacher-counselors who will work out of the Youth Opportunity Center will be assigned to the California State Employment Offices located in the poverty areas. They will provide educational counseling and testing services for out-of-school youth.

Plans for Evaluation:

See Stanford Research Institute proposal on evaluation

Criteria for selection of students

Special attention will be given to early detection of speech problems. The speech therapists will work closely with teachers of preschool and grades one, two, and three in the four saturation elementary schools.

Four social workers will be assigned to the saturation schools also. They will serve any of the children and their parents. The community teachers will be assigned to serve several schools. They will be on call to give service to the non-public schools. Field representatives will be assigned to serve by divisional level. They will perform services which are comparable to those of the community teacher. They will be called upon as resource help for emergency situations.

The Reading Clinic will offer services on a limited basis. Help will be provided at all instructional levels and for public and non-public school students. In depth service will be provided those students previously enrolled and those who were diagnosed during the summer months.

The Guidance Service Centers will offer help to public school enrollees only. Classes will be kept small and flexible. Pupils and parents will be seen. Close liaison will be maintained between the school of origin and the Center staffs.

The Youth Opportunity Center staff will serve public and non-public school pupils who have dropped out of school or who are considering dropping out.

Cost of Components:

The approximate cost of these components will be:

Speech development and correction	$ 47,620
Community teachers, field representatives and social workers	233,100
Librarians and library services	167,390
Reading Clinic	42,475
Guidance Service Center	219,580
Youth Opportunity Center	47,175
	$757,340

Title: Enrichment Experiences

Coordinator: Victor Rossi, Supervisor of Compensatory Education

Specific Needs: (characteristics)

1. Low level in verbal functioning.
2. Low level in non-verbal functioning.
3. Negative self-image.
4. Low occupational and educational aspiration level.

Objectives:

1. Create purposeful language experiences as a result of firsthand experiences.
2. Increase opportunities to observe live productions and move beyond immediate environment.
3. To provide opportunity for parent participation.

Activities:

This project will provide academic and cultural enrichment opportunities. Provision for paying transportation and admission costs will enable teachers to plan experiences related to subject areas and enrichment.

These experiences will provide opportunities for increasing oral and written expression by giving pupils

something to talk and write about. They will also help to increase motivation, to broaden cultural background and to expand the horizons of the pupils. The trip may awaken a vocational interest that the pupils will want to pursue.

Plans for Evaluation

See Stanford Research Institute proposal on evaluation.

Criteria for Selection of Pupils:

Provisions will be made for all pupils in the elementary schools to be taken on more trips. Pupils enrolled in compensatory classes at all levels will be given additional opportunities to have firsthand experiences through excursions and paid admissions. Non-public school children will also share in the field trip program.

Cost of Component:

The approximate cost of this component will be $25,000.

6. Duties and Responsibilities of Personnel

a. List the title and responsibilities of all project directors supervisory staff and teachers.

Project Director

Serves as administrator, supervisor, coordinator of all programs funded under Title I. Works closely with the Coordinator, Federal/State Projects to insure that programs are carried out as described in proposal.

Project Assistant and Writer

Assists Project Director in carrying out duties in connection with ESEA, Title I programs. Helps prepare proposals and writes publications for distribution to school and community. Assists with final reports and compiling information for evaluation.

Research Assistant

Serves as liaison person for Bureau of Research, Office of Compensatory Education, and the project schools. Responsible to Director of Research. Assigned to work with Stanford Research Institute as they evaluate programs.

Reading Specialist

Responsible for supervising services of the Reading Clinic. Assists in selection of teachers and materials. Responsible for developing program and interpreting it to staff and community.

Elementary Librarian

Oversees elementary library program in ESEA schools. Assists in the in-service training and purchase of books and materials.

Speech Specialist

Serves as speech teacher in special ESEA speech correction program. Provides leadership for four speech teachers. Helps to develop and interpret program.

Guidance Service Center Head

Serves as administrator and supervisor of program. Provides leadership for teachers, psychologists, social workers. Arranges for interviews, in-service, communication with school staff.

Supervisors of Program, Divisional Level

Serve as assistants to Project Director and Assistant Superintendents of each divisional level to insure coordination and articulation of program. Assist in interpreting programs to teachers and administrators and help with in-service training.

Teachers

58 elementary teachers will be requested under the ESEA to lower class size, reduce pupil-teacher ratio, or to serve as compensatory teachers.

75 secondary teachers will be employed to reduce pupil-teacher ratio, lower class size, or to serve as compensatory teachers.

b. Describe the responsibilities, duties, and participation of other professionals in the project.

15 elementary teacher-librarians

Each teacher librarian will be assigned to serve approximately 1/2 day in one of the 28 elementary schools.

2 Reading Clinic teachers

These teachers will provide help to students who have severe reading problem.

In-service training resource teachers

Six elementary and two secondary resource teachers will be required to serve compensatory teachers and others working in the Elementary and Secondary Education Act program. They will help with techniques, materials, equipment, field trips, etc.

4 Speech Therapists

These teachers will serve in the 4 target saturation elementary schools. They will help teachers and pupils.

Community Teachers and Field Representatives

Thirteen elementary and 14 secondary teachers will serve as liaison agents between home and school. They will work with parents, community and school personnel.

Social Workers, Psychologists (Guidance Service Center)

Six social workers and 2 psychologists will serve elementary and secondary schools. They will work closely with community teachers and be prepared to give immediate assistance to parent or pupil needs.

Nurse

Full time services of a school nurse will be provided in one of the target schools. Only 1/2 time will be paid for with ESEA funds since the nurse already serves 1/2 time.

c. Describe the duties and responsibilities of other personnel not included in (b).

Clerical staff

1 - Office of Compensatory Education
4 - Audio-Visual Office
2 - In-Service and Resource Teachers
4 - Community teachers, social workers
2 - Guidance Service Centers
1 - Youth Opportunity Center
1 - Reading Clinic

The clerical staff will handle typical clerical chores, including taking dictation, preparing letters or forms, answering phone, filing, etc.

2 Film Servicemen

The film servicemen will serve in the Audio-Visual Department. They will care for materials and training aids purchased for the project.

Paid Aides

Paid aides will be hired from the community or colleges. They will be assigned to schools to work with teachers, clerks, nurses, social workers, or community teachers.

Volunteer Aides

Volunteers are assigned to target area schools to help in classrooms or libraries. They work under supervision of a teacher or administrator.

7. Description of facilities, materials, and equipment

In order to lower class size and introduce pre-kindergarten centers in 4 ESEA schools it will be necessary to transport some of the elementary school age children to other neighborhoods. Other pupils from the target area were also bussed because of lack of classroom space. Busing has resulted in improved racial balance in the new schools.

Libraries or classrooms converted to libraries will be made available in each of the elementary schools if possible.

Where classroom space is not available in a school and transporting pupils from the building is not possible, a "ratio-teacher" will be used to lower the pupil-teacher ratio. This has been tried during the past semester and has worked satisfactorily.

Special equipment such as tape recorders, record players, listening centers, typewriters, spirit duplicators, television sets, and 16 mm projectors were purchased during the first year and have been delivered to the schools. Filmstrips, study prints, and other teaching aids were also purchased.

A tape duplicating center is being established at the Woodrow Wilson High School. The equipment has been purchased and is being installed.

8. Integration Statement

a. Describe the extent of racial and/or ethnic imbalance, if any, in the school district and in the target area.

As in most large urban areas San Francisco finds itself with large pockets of minority groups. These pockets are those identified as the target areas of San Francisco. Because of the neighborhood pattern of school attendance areas there are several schools which are racially or ethnically imbalanced.

b. Describe the effect that the proposed project will have, if any, on patterns of segregation in the schools in the district.

Pupils from 4 of the target area schools have been transported as a part of the project since its inception. Their trans-

portation is provided for with ESEA funds. Additional pupils residing in the target areas have been attending schools in other communities also. The movement of all of these pupils helps to improve the racial balance of the receiving schools. Once pupils have been enrolled in the receiving schools they are dispersed among the many existing classes.

c. Describe the extent to which the school district has addressed the problem of de facto segregation in planning and developing its compensatory education program.

As indicated in (b) above, hundreds of puupil have already been moved from the target area to schools in outlying areas, thereby improving the racial balance of the receiving school. Additional benefits result for both the sending and receiving schools. Pupils who remain behind are regrouped into smaller class size and also have space available for other needed compensatory services. These include space for prekindergarten classes, library services, compensatory reading classes, etc.

Children sent to receiving schools are supported with compensatory services including special reading instruction, field trips, and services of a community teacher.

d. Describe the steps that have been taken or are proposed to be taken to alleviate racial and ethnic imbalance in the school district and in the target area.

The San Francisco Board of Education engaged the Stanford Research Institute to do a study of racial balance in the San Francisco Unified School District. This study has been completed and submitted to the Board for action. The Board has requested the new Superintendent, Dr. Robert E. Jenkins, to review the plans which were submitted and narrow them down to three which might then be considered by the Board for implementation.

e. Describe the Title I services and activities to be rendered to the target area children in receiving schools and the number of children to be served.

DISTRICT FUNDED

Leave	Attend	Approx. No. of Pupils
Bryant	Patrick Henry	143
Emerson	Winfield Scott	38
Bret Harte	Hillcrest	60
	Sunnyside	60
	E. R. Taylor	60
	Candlestick Cove	135
	Diamond Heights	39

DISTRICT FUNDED (Continued)

Leave	Attend	Approx. No. of Pupils
John McLaren	Ulloa	60
Buena Vista	Diamond Heights	114
	Monroe Excelsior	156
	ESEA FUNDED	
John Swett	Hancock	56
	Redding	57
Dudley Stone	Lawton	93
	Miraloma	42
	F. S. Key	60
Hawthorne	Fairmount	109
	Parkside	49
	Lakeshore	112
	R. L. Stevenson	107

As described above, all children will be integrated into several classrooms. If the receiving school does not have a compensatory teacher, one will be assigned so that children needing special help in reading will be able to receive it. Some pupils from the receiving school who suffer from comparable difficulties will be enrolled in the classes also. This is done to enhance racial balance and to help insure a good feeling on the part of resident parents.

Funds are also provided on a per capita basis for additional supplies, books, and teaching aids needed because of the increase in population and special needs of the bused children. Field trip funds are also provided on a per capita basis. Pupils who are bused into the school are not taken on separate trips, however. The additional money makes it possible to provide more opportunities for all of the children in the class to share in a common, necessary experience.

f. Describe how children will be organized in the receiving school to facilitate the integration process and strengthen intergroup relations among sending and receiving school children.

Once the bused children have been assigned to their receiving school, they are integrated into the several upper grade classrooms. Many of the receiving schools have delayed their classroom and student body elections until the new pupils have enrolled. They have also suggested that certain offices be held by the "visiting" children.

After school activities have provided an excellent opportunity for strengthening intergroup relations. Other in-school

activities such as glee club, student government, and traffic patrol have been vehicles for immediate and subtle involvement and integration.

g. Describe how parents of sending and receiving school children will be involved in school and community activities.

The early experience of involving parents from the sending and receiving schools has paved the way for continuous involvement. Allowing parents to meet in groups with their immediate concerns brought out into the open has helped alleviate anxieties. Parents from sending and receiving schools have met together also and have shared common concerns and hopes.

These meetings have enlisted the help of the school site administrators, the community teachers, and the Human Relations Officer. Many P.T.A. groups conducted several meetings to enlighten their parents about the program. Speakers, demonstration lessons, and talks by the community teachers serving sets of schools helped this past year. It is anticipated that such meetings will continue and increase in number.

Parents have been transported by individuals and chartered bus from the target area to open house meetings. Many have become dues paying and attending members of the new school.

h. Describe the inservice training activities to be provided for receiving school staff members.

Teachers and administrators in the receiving schools have been provided time to visit the sending school prior to the time children are to move. Opportunity to observe classes, to talk with the teachers, and with the community teachers or social workers has helped in the change over.

In addition, the community teacher has been able to provide information about children, their families, and of a more general nature including special needs of the disadvantaged child.

9. Plans for reduction in program

The Comprehensive School Age Compensatory Program has been developed to provide maximum services within the amount allocated for the last school year. It includes those components which were suggested during the last school year. If funds are provided at the 80%, as suggested, a tailored or trimmed budget has been prepared.

Based on the experience of the past two years it has been suggested that as few personnel cuts be initiated as is possible. Instead it has been recommended that funds earmarked for supplies, enriching

experiences, extended day services, and some special ancillary services be cut. These recommendations have been taken into consideration when paring the budget.

Also, because of past experience, there is the feeling that the number of children to be served should not be reduced at this time. The need for program continuity, for children and teachers, dictates that a gamble be made at this time that additional funds will be found. Staffing problems also require consideration now since finding skilled staff after the school year is under way is difficult.

Materials are included which show how the program will be altered to accommodate the lower budget. It is hoped that these cuts will not be necessary; however, if they are, it is felt that they will not seriously affect the proposal.